

C. POLITICAL SCIENCE AND CITIZENSHIP: POWER, AUTHORITY, GOVERNANCE, AND RESPONSIBILITY

Content Standard: Students in Wisconsin will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority, and governance.

Rationale: Knowledge about the structures of power, authority, and governance and their evolving functions in contemporary society is essential if young citizens are to develop civic responsibility. Young people become more effective citizens and problem solvers when they know how local, state, and national governments and international organizations function and interact. In Wisconsin schools, the content, concepts, and skills related to political science may be taught in units and courses dealing with government, history, law, political science, global studies, civics, and current events.

Performance Standards: By the end of grade four, students will:	Sample Alternate Performance Indicators: (1-3 per Standard)	Sample Performance Activities/Tasks: (1-2 per indicator)	Sources of Data
C.4.1. Identify and explain the individual's responsibilities to family, peers, and the community, including the need for civility and respect for diversity[2]	1. Contrast the responsibilities of various individuals(e.g., teacher, student, parent, or child)[2]	1.a. Make a chart showing the responsibilities of parents, teachers, and students(1) 1.b. Describe a responsibility and classify whose function it is (e.g., teacher, student, or parent)(2) 1.c. Predict possible cultural conflict in families and societies between people of diverse backgrounds(3)	
C.4.2. Identify the documents, such as the Declaration of Independence, the Constitution, and the Bill of Rights, in which the rights of citizens in our country are guaranteed[1]	1. Differentiate the purpose and history of important documents (e.g., Bill of Rights, Constitution, and Declaration of Independence)[2]	1.a. Create a timeline including the dates, pictures, or written descriptions of the major historical documents(1)	
C.4.3. Explain how families, schools, and other groups develop, enforce, and change rules of behavior and explain how various behaviors promote or hinder cooperation[2]	1. Explain how schools or families make and change rules of behavior[1] 2. Show how the absence of rules would affect the classroom or family environment[3]	1.a. List or explain various classroom or family rules and discuss reasons for them(2) 2.a. Participate in a role-playing situation and evaluate the cooperative behaviors orally or in writing(3)	
C.4.4. Explain the basic purpose	1. Identify the three basic levels of	1.a. Complete a flow chart showing the creation and	

of government in American society, recognizing the three levels of government[2]	government and their relationship to each other[2]	enforcement of law.(2)	
C.4.5. Explain how various forms of civic action such as running for political office, voting, signing an initiative, and speaking at hearings, can contribute to the well being of the community[2]	1. Identify and explain the forms of civic action[2]	1.a. Campaign in and hold a classroom election (2) 1.b. Write or state an idea for a school petition to change the existing rules (e.g., recess should be longer)(3)	
C.4.6. Locate, organize, and use relevant information to understand an issue in the classroom or school, while taking into account the viewpoints and interests of different groups and individuals[4]	1. Find information about a school problem[1] 2. Predict a potential school problem and develop possible solutions from differing view points[4]	1.a. Interview or be interviewed by a peer to identify school problems (e.g., school lunch is bad – agree or disagree?)(1) 2.a. After brainstorming various problems as a group, choose a potential problem and carry a discussion through solutions and probable results [4]	
Performance Standards: By the end of grade eight, students will:	Sample Alternate Performance Indicators: (1-3 per Standard)	Sample Performance Activities/Tasks (1-2 per indicator)	Sources of Data
C.8.1. Identify and explain democracy's basic principles, including individual rights, responsibility for the common good, equal opportunity, equal protection of the laws, freedom of speech, justice, and majority rule with protection for minority rights[3]	1. Describe the rights of an American citizen[1] 2. Analyze the concept of majority rule with protection of minority rights. Discuss advantages and the possible abuse of the concept.[3]	1.a. Label pictorial depictions of civic activities (e.g., voting and free speech)(1) 1.b. Use a Venn diagram to compare civil rights in the student's native or ancestral country and the United States(1) 2.a. Participate in a group decision-making process culminating in a vote. Evaluate the fairness of the decision from the viewpoint of all involved.(3)	
C.8.2. Identify, cite, and discuss important political documents, such as the Constitution, the Bill of Rights, and landmark decisions of the Supreme Court, and explain their function in the American political system[2]	1. Differentiate the purpose and history of important documents (e.g.. Bill of Rights, Constitution, and Declaration of Independence)[2] 2. Identify and contrast landmark Supreme Court decisions[2]	1.a. Create a timeline including the dates, pictures, or written descriptions of the major historical documents(1) 2.a. Respond orally or in writing to a scenario involving a Supreme Court decision that would affect the student	

	3. Explain how these documents function [2]	personally (e.g., <u>Lau vs. Nichols</u> (1974), requiring instruction in public schools in a language the student understands)(2) 3.a. Role play a situation in which an individual's rights have been removed, and propose solutions(3)	
C.8.3. Explain how laws are developed, how the purposes of government are established, and how the powers of government are acquired, maintained, justified, and sometimes abused[3]	1. Explain the process of creating rules and laws [2] 2. Define and debate the roles of government as they pertain to your rights and lifestyle[3]	1.a. Create a set of classroom rules using symbols or words(1) 1.b. Make a flowchart showing the path of a bill through the legislative, executive, and judicial branches(2) 2.a. Participate in a mock student government election then take part in the passage of a new law(3)	
C.8.4. Describe and explain how the federal system separates the powers of federal, state, and local governments in the United States, and how legislative, executive, and judicial powers are balanced at the federal level[2]	1. Identify the three basic levels of government[1] 2. Distinguish the three branches of government, and contrast their function [2]	1.a. Complete a chart with examples of federal, state, and local government in the United States (e.g., Washington DC, Wisconsin, _____)(1) 2.a. Label and explain a tree diagram showing the three branches of government(1) 2.b. After a short role play of the lawmaking process involving all three branches of government, evaluate which branch is the most powerful and support the choice with examples(3)	
C.8.5. Explain how the federal system and the separation of powers in the Constitution work to sustain both majority rule and minority rights[2]	1. Explain how the three branches of government protect both the minority and majority[2]	1.a. Dramatize or role play the lawmaking process with both a blatantly unfair law and a fair one. React to the situation in writing or orally (e.g., Law: All blue eyed females get an A in this class, or, Everyone who works hard will get a good grade in this class)(2)	
C.8.6. Explain the role of political parties and interest groups in American politics[2]	1. Identify the two main political parties in the United States[1] 2. Identify major political issues[1]	1.a. Classify pictures of prominent political figures by party(1) 2.a. Interview adults in school, community, and government roles about political issues they endorse at the party level. Create a Venn diagram comparing and contrasting the major issues by party(2)	

	<p>3. Discuss the influence of political parties on the lawmaking process[2]</p> <p>4. Identify three major interest groups influencing the lawmaking process[1]</p>	<p>3.a. Participate in a mock lawmaking process in which the executive and legislative branches represent opposing parties. Respond orally or in writing about the impact of partisan politics(3)</p> <p>4.a. Select an interest group for possible membership and explain the choice (e.g., Greenpeace, NAACP, AARP, NABE, YWCA, AIM, La Raza, or NRA)(2)</p>	
C.8.7. Locate, organize, and use relevant information to understand an issue of public concern, take a position, and advocate the position in a debate[4]	<p>1. Find information about a neighborhood problem[2]</p> <p>2. Analyze a neighborhood problem from differing viewpoints[3]</p> <p>3. Plan and develop solutions to the problem, and predict results[4]</p>	<p>1.a. Interview or be interviewed by a peer or community member to identify neighborhood problems (e.g., the streets are bad. There are holes everywhere. agree or disagree?)(2)</p> <p>2.a. After brainstorming various problems as a group, choose the most important problem and discuss it(3)</p> <p>3.a. Persuade others that this problem is important and solveable (e.g., oral argument or letter to the mayor). Defend your solution, and predict results from different viewpoints.(4)</p>	
C.8.8. Identify ways in which advocates participate in public policy debates[1]	1. Identify advocates in the community[1]	1.a. Name or explain who serves as an advocate and what he or she does, for example, when there is discrimination at school, to whom do you go for help: Mom, a social worker, grandparent, teacher?(2)	
C.8.9. Describe the role of international organizations such as military alliances and trade associations[2]	<p>1. Identify allies in major wars or recent conflicts (e.g., WWI, WWII, and Desert Storm)[1]</p> <p>2. Describe the relationship between nations and international organizations[2]</p>	<p>1.a. Using world maps, locate allies and other countries that participated in a major war or conflict (e.g., WWI, WWII, or Desert Storm)(1)</p> <p>2.a. Identify the country of origin of basic student belongings (e.g., backpack, shoes, and other clothing). Pretend the United States is warring with one of these producing countries. Explain the effect in oral or written form(3)</p>	
Performance Standards: By the end of grade four, students will:	Sample Alternate Performance Indicators: (1-3 per Standard)	Sample Performance Activities/Tasks: (1-2 per indicator)	Sources of Data
C.12.1. Identify the sources, evaluate the justification, and analyze the implications of certain rights and responsibilities	1. Recognize the Constitution, Bill of Rights, and laws as the sources of citizens' rights	<p>1.a. Label pictorial depictions of civic activities (e.g., voting and free speech)</p> <p>1.b. List and give an example of four basic rights of U.S.</p>	

of citizens	2. Identify responsibilities of citizenship	citizens 2.a. Differentiate civic activities as rights or responsibilities given a list or graphic representations	
C.12.2. Describe how different political systems define and protect individual human rights	1. Identify and compare different political systems (e.g., monarchy, dictatorship, and democracy) 2. Investigate programs, services, and agencies that help to protect individual rights	1.a. Illustrate or identify the similarities and differences between two political systems 2.a. Prepare a project involving research, interviews, and presentations on human rights protection	
C.12.3. Trace how legal interpretations of liberty, equality, justice, and power, as identified in the Constitution, the Bill of Rights, and other Constitutional Amendments, have changed and evolved over time	1. Define liberty, equality, justice, and power 2. Highlight important changes in the understanding of liberty, equality, justice, and power as portrayed in historical documents	1.a. Identify situational illustrations as examples of liberty, equality, justice, and power or their opposites (e.g., Is this liberty? Allow yes/no answers) 2.a. Research and create a timeline tracing changes in the understanding of liberty, equality, justice, and power using, pictures, illustrations, and famous people (e.g., Rosa Parks)	
C.12.4. Explain the multiple purposes of democratic government, analyze historical and contemporary examples of the tensions between those purposes, and illustrate how governmental powers can be acquired, used, abused, or legitimized	1. Explain the purposes of democratic government	1.a. Participate in a classroom election and hold the elected positions	
C.12.5. Analyze different theories of how governmental powers might be used to help promote or hinder liberty, equality, and justice, and develop a reasoned conclusion	1. Understand different theories of government power 2. Give examples of how governmental power might affect an individual or community	1.a. Explain or illustrate how English Only could become the law of the land 2.a. Illustrate with examples how an English Only policy might affect the student at home, school, and in the community	
C.12.6. Identify and analyze significant political benefits,	1. Identify the three basic levels of government	1.a. Complete a chart with examples of federal, state, and local government in the United States (e.g., Washington DC,	

problems, and solutions to problems related to federalism and the separation of powers	<p>2. Distinguish the three branches of government</p> <p>3. Explain how the three branches of government protect the minority and majority</p>	<p>Wisconsin, _____)</p> <p>2.a. Label and explain a tree diagram showing the three branches of government</p> <p>2.b. After a short role play of the lawmaking process involving all three branches of government, evaluate which branch is the most powerful and support the choice with examples</p> <p>3.a. Dramatize a role play of the lawmaking process with both a blatantly unfair law and a fair one. React to the situation orally or in writing (e.g., Law: all blue eyed females get an A in this class, or, everyone who works hard will get a good grade in this class)</p>	
C.12.7. Describe how past and present American political parties and interest groups have gained or lost influence on political decision-making and voting behavior	<p>1. Identify the two main political parties in the United States</p> <p>2. Recognize the influence of political parties on the lawmaking process</p> <p>3. Identify major interest groups that influence the lawmaking process</p> <p>4. Describe the change in party influence throughout history</p>	<p>1.a. Classify pictures of prominent political figures by party.</p> <p>2.a. Participate in a mock lawmaking process in which the executive and legislative branches represent opposing parties. Respond orally or in writing about the impact of parties</p> <p>3.a. Select an interest group for possible membership and explain the choice (e.g., Greenpeace, NAACP, or AARP)</p> <p>4.a. Construct a timeline highlighting major party shifts in the federal government</p>	
C.12.8. Locate, organize, analyze, and use information from various sources to understand an issue of public concern, take a position, and communicate the position	<p>1. Find information about a societal problem</p> <p>2. Understand societal problems from differing viewpoints</p> <p>3. Defend a position on the solution to a societal problem</p>	<p>1.a. Interview or be interviewed by a peer or community member to identify societal problems (e.g., schools are unsafe, agree/disagree?)</p> <p>1.b. Use reference materials, such as the Internet, newspapers, and magazines to gather information about a societal problem</p> <p>2.a. After brainstorming various problems as a group, choose the most important problem and discuss it</p> <p>3.a. Persuade others that this problem is important and solveable (e.g., oral argument, letter, and/or email to a</p>	

		government official)	
C.12.9. Identify and evaluate the means through which advocates influence public policy	<p>1. Identify advocates in the community</p> <p>2. Discuss the ways that advocates influence public policy</p>	<p>1.a. Name or explain the person serving as an advocate and what this person does (e.g., when there is discrimination at school, to whom do you go for help: Mom, a social worker, grandparent, or teacher?)</p> <p>2.a. Explain the different ways community advocates enter the public debate (e.g., phone calls, television coverage, letters and/or email to government officials, and letters to the editor). Use a Venn diagram to compare and contrast the effectiveness of two forms of advocacy</p>	
C.12.10. Identify ways people may participate effectively in community affairs and the political process	<p>1. Identify and explain the forms of civic action</p> <p>2. Identify the role of culture in the political process</p>	<p>1.a. Campaign in and hold a classroom election.</p> <p>1.b. Write or explain orally an idea for a local, state, or federal law to change existing rules (e.g., marriage laws or speed limit)</p> <p>1.c. Use a Venn diagram to compare and contrast laws in the United States with those in other countries</p> <p>2.a. Describe how immigrant groups became involved in politics and how their involvement might be increased.</p>	
C.12.11. Evaluate the ways in which public opinion can be used to influence and shape public policy	<p>1. Illustrate using drawing, semantic mapping, or oral discussion the impact of public opinion</p> <p>2. Recognize the important role of the media in the formation of public opinion</p>	<p>1.a. Create a survey with “wh-” questions. Administer and tabulate results</p> <p>1.b. Create a flow chart or other diagram or map to identify how a particular issue (e.g., environmental, military involvement, or taxes) may develop and the influence of public opinion (e.g., lobbying initiative and grassroots advocacy)</p> <p>2.a. Collect newspaper clippings, Internet citations, and news segments pertaining to public opinion polling or public interest issues. Create a theme-based collage. Present it to the class or in a small group</p> <p>2.b. Use a Venn Diagram to compare and contrast the results of the polls with the opinions of classmates. Discuss the issue of political clout. What determines it? Why?</p>	

C.12.12. Explain the United States' relationship to other nations and its role in international organizations, such as the United Nations, North Atlantic Treaty Organization, World Bank, International Monetary Fund, and North American Free Trade Agreement.	<p>1. Identify allies in major wars (e.g., WWII and Desert Storm)</p> <p>2. Understand the interconnectedness of the political world</p>	<p>1.a. Using world maps, locate the countries of allies involved in a major conflict (e.g., Desert Storm)</p> <p>2.a. Identify the country of origin of basic student belongings (e.g., backpack, shoes, or other clothing). Pretend that the United States is warring with one of these producing countries. Explain the effect in oral or written form</p> <p>2.b. Enumerate the ways in which free trade influences people (e.g., less expensive products, job loss, and relocation of businesses abroad)</p> <p>2.c. Explain the roles of the World Bank and International Monetary Fund in global economies</p>	
C.12.13. Describe and evaluate ideas of how society should be organized and political power should be exercised, including the ideas of monarchism, anarchism, socialism, fascism, and communism; compare these ideas to those of representative democracy; and assess how such ideas have worked in practice	1. Define the relationships between government and the people in each form of government, for example, monarchism, anarchism, socialism, fascism, and communism	<p>1.a. Complete a chart with the types of government and descriptions of the relationship between the government and the people. Give examples of each in the world</p> <p>1.b. Use a Venn diagram to compare and contrast each form of government to that of the United States</p> <p>1.c. Defend a particular form of government from the perspective of either a citizen or a leader</p>	
C.12.14. Explain and analyze how different political and social movements have sought to mobilize public opinion and obtain governmental support in order to achieve their goals	<p>1. Identify key social and political movements of the past</p> <p>2. Recognize public actions that have advanced a political or social cause</p>	<p>1.a. Create a timeline illustrating the important social and political movements (e.g., integration, women's suffrage, slavery, and civil rights)</p> <p>2.a. Gather or create images showing people engaged in social action</p>	
C.12.15. Describe and analyze the origins and consequences of slavery, genocide, and other forms of persecution, including the Holocaust	<p>1. Identify causes and effects</p> <p>2. Define terms of persecution (e.g., slavery and genocide)</p>	<p>1.a. List causes and effects for common student behaviors (e.g., forgetting to do homework, being late for class, or not eating breakfast)</p> <p>2.a. Match or label illustrations of slavery, genocide, and other forms of persecution and describe them</p>	

C.12.16. Describe the evolution of movements to assert rights by people with disabilities, ethnic and racial groups, minorities, and women	1. Recognize the progress that various groups (e.g., people with disabilities, ethnic and racial groups, and women) have made throughout history	<p>1.a. Create a timeline that illustrates the changes in the treatment of people in various groups (e.g., people with disabilities, ethnic and racial groups, and women)</p> <p>1.b. Use a Venn diagram to compare and contrast the lives of a minority person today and one in the past</p>	